

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents some references which are relevant to the theories of this research, such as The Nature of Speaking, Types of Speaking Skill, Function of Speaking, Technique of Teaching Speaking, Teaching Speaking, Activities in Teaching Speaking, The Roles of Teacher, Principle for Teaching Speaking.

2.1 The Nature of Speaking

Speaking is highly defined as an activity of producing words and sentences in the form of oral production to facilitate someone in expressing and sharing ideas, thought, or feeling to other people. According to Tarigan (in Kusmaryati, 2009:4), speaking is the way of expressing and conveying ideas and feeling using speech production (involving organ of speech such as tongue, larynx, lips, etc.). Brown (2000:267) says that speaking is not limited to the production of word or sentences, but it enlarges to the interactive process of meaning construction that involves producing, receiving, and processing information. It can be said that speaking is a way of people deliver their thoughts or ideas in the form of oral communication. There is a series of activity that should be done in speaking. First, construct an idea or feeling. Second, express the idea or feeling by producing systematic utterance, so people will recognize and comprehend the intention of the feeling and thought. Last, process information (responses and feedback) that is received from people strictly after recognize and comprehend the intention of the feeling and thought.

Moreover, in speaking activity, people want to drive their certain desire and purpose (McDonough and Shaw, 2003: 134). It may cover delivering message, expressing willingness to do something, handling or negotiating problems and building or maintaining social relationships and friendships. In other words, speaking is an oral communication in which the expression of idea or feeling comes together with desire and purpose. It extends to ask permission, solve problems, keep relationship with friends, colleague, family etc.

Based on the theories of speaking above, it can be concluded that speaking relates to the activity of producing words or sentences to express idea or message to give clear meaning or understand others. Speaking is a main communication tools where people can interact each other in order to show the existences as social human.

2.2 Types of Speaking Skill

Speaking is clearly classified by Brown (2000:251) into two types namely *monologue* and *dialogue*. In *monologue*, speaker has many opportunities to use spoken language for any length of time. The speaker usually figures more attention along speaking process because the listener must process long stretches of the speech without interruption. The examples of *monologue* are giving speeches, lecturing subject, and delivering news broadcast. When a lecturer gives a lecture, the students listen carefully to the lecturing. Whereas, in *dialogue*, it is an interaction between two or more speakers in which there is a chance for one to another to deliver their thought or message and exchange the information in the same way. For example, teachers conduct a discussion with headmaster about the

revision of syllabus. The headmaster gives an idea about it first. Then, teachers directly take part for speaking her or his opinion.

The conclusion is that speaking may happen in *monologue and dialogue*. The different is around the chance and the amount of talk between speaker and listener. In *monologue*, speaker has more attention from the audience during speaking, and has many opportunities to talk without interruption from the listener, while in *dialogue*, speaker and listener have the same chance to talk or give information. Speaker says something, and listener gives feedback. There is an interaction and turn taking among them to keep the conversation.

2.3 Functions of Speaking

The function of speaking varies in accordance to the circumstances and situations since the fact is that people need speaking skill as a way of communication in their daily life. It can control or guide people in adjusting their society environment or fulfill their needs for life continuity. Richard (2008:21) explains that there are three functions of speaking as explained in detail as follows:

2.3.1 Talk as Interaction

One of speaking functions is as interaction, which highly promotes and serves social function. The conversation happens primarily to keep maintaining good relationship with society living around speaker such as friends, colleagues, family etc. The example of situation in which people involve in maintaining relationship is that when people meet with their friends to exchange greetings and share experience. Moreover, in this function of speaking, a speaker is being the

center of attention because a speaker tries to show his or her identity through the conversation.

2.3.2 Talk as Transaction

The talk as transaction refers to conversation in which the aim is to get information or goods without considering how the participants (speaker and listener) involve in the interaction. The examples of talk as transaction are having group discussion, solving problems, asking direction, ordering food, and buying something.

2.3.3 Talk as performance

Talk as performance refers to talking in front of public. This function of speaking is categorized as *monologue* in which speaker focuses both on message delivered and audience attention. The use of language in talk as performance is formal (closer to written language) such as making a speech of welcoming, making a presentation, and giving a lecture.

Therefore, people are involved in the interaction, transaction, or performance when doing a speaking activity. Speaking functions not only to interact with good relationship consideration, but speaking also has utility to help people in getting information or goods or services. Moreover, people also use speaking to perform and give explanation or information in front of many people in the very formal situation. Hence, speaking is the main tool of communication that has many functions in fulfilling human's need in interaction with others.

2.4 Technique of Teaching Speaking

Technique is the strategies that will explore the student's ability by some ways (Celce-Murcia, 2001: 106). In teaching speaking, teacher should use effective technique to improve speaking skill of student. Such as group work, role-play, problem solving and discussion which encourage students to take communicative initiatives. Thus, they can provide them with a wide and richer experience of using the language as much as possible.

2.4.1 Group Work

Despite the end for whole-class teaching and individual work, or "seat work" in language classroom, the use of group work has been emphasized as another interactional dynamics classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange.

2.4.2 Role-Play

Many students derive a great benefit from role-play. It can be used either to encourage general oral proficiency or to train students for specific situations especially where they are studying English for specific purpose (ESP). Role-play is an authentic technique because it involves language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication (Forrest, 1992)

2.4.3 Problem Solving

Barker and Gaut (2002:16) defined problem solving as follow :

A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings.

The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds. Duff (1986; in Nunan, 1989: 44) discovered that problem solving tasks prompted more interaction than debating tasks.

The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students : you are stranded on a desert island a long way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on his own, most of the problem-solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is called cooperative negotiation. Problem solving activities demand that the learners themselves make suggestions, give reasons, accept, modify or reject suggestions and reasons why given by others.

Problem solving can be of two kinds : short-term task and long-term task or project. The former can be done in course of one class session while the latter is more time consuming that may take many sessions and longer. An example of a short-term problem-solving task includes putting items in categories. For this kind of activities, the students have either to classify items according to categories given by the teacher or to identify them by themselves. The students are given a list of 10-15 items, such as occupations and asked to locate them under heading according to different features.

2.4.4 Discussion

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson. It may be an end in itself, a technique for developin oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student-directed and teacher-guided discussion. (Hill and Ruptic 1949 ;in Byrne, 1976). For example, all students can be asked to read a single book or story which can be discussed in one session upon completion of the reading. Discussion group can last from one to two o three session depending on the length of the book.

While discussion has many advantages, some bnefits for second language learners include : increased comprehension levels, opportunities to improve listening skills and develop spoken language proficiency, increased participation of quiet and shy students and more time for teacher observation of students learning.

One of the reasons that discussions fail is that students are reluctant to give an opinion in front of the whole, especially if they cannot think of anything to say and are not confident of the language they might use to say it. Many students feel extremely exposed classroom in discussion (Barnes and Todd, 1977 :81). Teachers have to keep in mind that topics for discussion are not selected at random.

2.5 Teaching Speaking

Speaking is considered as the skill in which teacher should put more focus and effort in teaching English. It is the most important skill that many language learner need to acquire because language learners tend to evaluate their successful of learning foreign language through the ability of using the language verbally. Bashir (2011:38-39) states that there are three areas of speaking knowledge that language learners need to recognize in learning speaking. The first area is mechanics. It covers about pronunciation, grammar, and vocabulary. Language learner should use right and appropriate words orderly with the correct pronunciation. The second area is function. Function of speaking mostly is known as transaction and interaction. Language learners need to recognize when clarity of message is essential (transaction or information exchange), and when precise understanding is not required (interaction or relationship building). The last area is social cultural rules and norms. It covers about turn-taking, rate of speech, length of pauses between speakers, relative roles of participants. Language learner should understand how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. It means that in teaching speaking, teacher has an obligation to help his or her students to develop the ability of

speaking such as producing correct sentence based on the grammatical rule, constructing and connecting sentences logically understandable and appropriate to specific context, and using English language with the correct pronunciation. Therefore, the aim of teaching speaking is that students will be able to speak fluently with few unnatural pauses.

The aim of teaching speaking is to make students able to speak communicatively. Teacher has a role to help their students to be communicative in speaking by providing authentic practice that prepares students for real-life communication situations. Brown (2007:18) states that teacher should use creative and interesting method and technique that emphasize to the communicative process, so students will have motivation, self-esteem, willingness to develop speaking and team work skills. The example of involving students in real life situation is to engage students to go to the school park to see things that they can find around it. Then, command them to discuss what things that they want to describe in detail in front of the class, or teacher may command students to discuss about what happens around the city where they live. To sum up, teacher is encouraged to have a lot of creativity in engaging and helping students to speak communicatively. Therefore, providing students with the appropriate technique is one of ways to stimulate students to utilize and use English in real life situation.

Moreover, in order to enhance the teaching speaking objectives, the students' response in teaching learning process will reflect the success of teaching speaking. According to Ur (2009: 120), there are four characteristics of successful speaking class as follows:

1. **Learner talks a lot** - Students have time allotment or chance to speak.
2. **Participants is even** - Each student has the same contribution in speaking activities in the classroom. Activities in the classroom should not be dominated by talkative students.
3. **Motivation is high** – When students show their enthusiasm to say something in the speaking activities, it indicates the success of speaking class. This motivation can be built by giving an interesting topic, so the students really want to put their efforts in accomplishing tasks.
4. **Language is an acceptable level** – Students are able to speak their idea with clear and correct utterances so that other students can understand their intention or their idea expressed.

However, teaching speaking skill is more difficult since it is a foreign language where students do not get an exposure from their environment. They are not accustomed to using the language in daily life. The biggest case in the EFL classroom is that students keep silent in speaking English. It is because students lack self-confidence, prior knowledge, and motivation about the topic (Murcia, 2001:110-111). Meanwhile, speaking English should be practiced every time and everywhere to meet the goal of language proficiency. Due to the issues, there are some suggestions to overcome the problems such as providing authentic, motivating and varied activities.

It can be concluded that to meet the goal of teaching speaking, in which students should be provided with a real life communication situation, teacher is obligated to recognize three aspects of speaking (mechanics, function, and social

cultural norms) in teaching speaking. Teacher is obligated to select interesting and appropriate method and material, so the development of students' speaking skill is achieved.

2.6 Activities in Teaching Speaking

There are some speaking activities which the writer is going to expose. They are taken from Scott Thornbury in his book *How to Teach Speaking* (2005:63).

a. Drilling and Chants

One of crucial points in speaking fluently is that practicing a lot. The notion of practice is needed to be controlled and practice recursively - or more traditionally it's called 'Drilling'. Drilling – that is imitating and repeating words, phrases, and even whole utterance. It may function to move new items from working memory into long-term memory.

On the other hand, chants is a more playful form of practice that replicates the repeating and chunking nature of drilling is the use of chants. And, because they are contextually used, the chunks in chants may be more memorable than in standard skill.

b. Writing Task

It may seem strange to have a section on writing in a book about speaking, but writing has a useful role to play as an initial stage in the appropriation of newly encountered language for speaking.

- 1) Dictation
- 2) Paper conversation

3) Computer – mediated chat

4) Rewriting

c. Reading Aloud

In reading aloud is the natural ‘next step’ between writing and speaking. The students have a dialogue written then can be rehearsed in pairs and then performed to the class.

1) Assisted Performance and Scaffolding

Assisted Performance through Scaffolding and other timely interviewing is well documented in L2 learning, a more formalized way of assisting performance is by means of a technique that derives from a teaching method called Community Language Learning (CLL). The learners sit in a circle and address each other by building up and interactive conversation.

2) Dialogues

Practicing a dialogue is essentially used in teaching speaking. In this practice, grammar structure or other lexical can be worked together into a dialogue. For a start, the teacher could set up a situation (for example, a hotel reception) take one role as a receptionist and the other as the customer. Then they act out the dialogue in pairs.

3) Communicative Task

The communicative demands of the task discourage learners from dwelling on the facts of the language, and compel them, instead, to draw on automated

routines. Communicative tasks, thus, fulfill two important language learning needs.

Such as:

- 1) Jigsaw activity
- 2) Information-gap race
- 3) Survey
- 4) Blocking games
- 5) Guessing games

2.7 The Roles of the Teacher

The primary role of the teacher is to create the best conditions for learnings. The teacher needs to play a number of different roles during classroom procedures. However, Harmer (2001 : 275-6) suggests three roles if the teacher is trying to get students to speak fluently:

- a. Prompter : the teacher should become a prompter when students get lost, stuck and cannot think of what to say next, or in some other ways lose the fluency the teacher expects of them. The teacher, in this role, should be very careful not take initiative away from the students. He can leave them to struggle out of such situations on their own, and indeed sometimes this way is the best option. However the teacher may offer discrete suggestions. This will stop the sense of frustration that some students feel when they come to a “dead end” of language or ideas.
- b. Participant : in any part of the lesson there is always a chance for the teacher to participate in discussions, as an equal not as a teacher. In this way the teacher can prompt covertly, introduce new information to help the activity along,

ensure continuing students involvement, and generally maintain creative atmosphere. However, the teacher should be very careful of participation too much, thus dominating the speaking and drawing all the attention.

- c. Feedback provider : the teacher should be very careful of when and how to give feedback in the speaking activity, over-correction may inhibit them and take the communicativeness of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstand/ing and hesitations. Everything depends upon teacher tact and the appropriacy of the feedback provided.

2.8 Principles for Teaching Speaking

To achieve the English objectives, teaching should reflect and cover some principles. According to Nunan (2003), there are five principles that should be known by the teacher in teaching speaking.

1. Be aware of the difference between second and foreign language learning context.

Teacher should consider the position of English in certain country whether it is as foreign or second language. For example, English has position as foreign language in Indonesia in which the society of Indonesia does not use English in daily life conversation. Therefore, when teacher knows the position of English in

the country, teacher can design and choose appropriate method, technique, or material that will be suitable for foreign language learner.

2. Give students practice with both fluency and accuracy.

Since the objective of teaching speaking is to make students able to communicative in English, so in teaching speaking, teacher has to provide students with fluency and accuracy building practice. However, teacher may not really emphasize in accuracy. It will make students are afraid to speak English. Therefore, teacher should instill students not to be afraid in making mistakes when speaking because the mistakes are part of language learning.

3. Provide students more opportunities to talk.

In the teaching speaking, teacher does not take up all the time to speak in the class. Meanwhile, teacher should increase the amount of time for students to talk in the target language. Therefore, the activities in the classroom should make the students the center of the learning.

4. Plan speaking task that involves negotiating for meaning.

Teacher should design task that initiates students to negotiate meaning. The examples of negotiate meaning are asking clarification, repetition, and explanation. From the task given, students are expected to interact with friends by using English to get the meaning from the task. Therefore, students should practice in real life interaction in order to make them able to make meaningful messages to deliver orally.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Teacher should design speaking activities that cover interactional and transactional purposes. It has been already known that the purpose of speaking is to be used in transactional and interactional setting. Therefore, students should practice speaking English both in transactional and interactional setting.

The conclusion is that in teaching speaking, teacher should follow the principles of teaching speaking such as: the position of English in the country, fluency and accuracy focus, talk chance, meaning negotiation, and transactional and interactional focus. By considering those principles, teacher will be able to achieve the goal of learning English as expected.

2.9 The problems of Speaking for EFL

In learning speaking, some student will face the problems to talk. According to Ur (1996), there are some problems faced by students in learning speaking, they are:

2.9.1 Inhibition

Learners are often inhibited about trying to say things in a foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

2.9.2 Nothing to say

Learners cannot think of anything to say. They have no motivation to express themselves beyond the guilty feeling that they should be speaking.

2.9.3 Low or uneven participation

This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

2.9.4 Mother tongue use

The learners may tend to use their mother tongue because it is very easier feels unnatural to speak to one another in a foreign language and because they feel 'exposed' if they are speaking their mother tongue.

